

Week 1: Stone Age to Iron Age timeline

English: Baseline OWL writes

Organisation of English lessons, capital letters and full stops, independent writing.

HISTORY:

- **Prehistory** is the time before people wrote things down.
- We learn about prehistory from **archaeology** and **artefacts**.
- The **Stone Age**, **Bronze Age** and **Iron Age** each changed how people lived.
- The **Stone Age** was from about **30,000 BC to 3,000 BC**.
- The **Bronze Age** was from about **3300 BC to 1200 BC**.
- The **Iron Age** was from about **1200 BC to 600 BC**.

Week 2: British Values Days 14th and 15th September

English: Baseline assessments

Week 3: How did early humans live in the Stone Age?

English: Introduction to Stig of the Dump, descriptive writing

Drawing and labelling a character and setting using phrases from the book, role play.

HISTORY:

- The **Stone Age was before written history**.
- Explain that people lived as **hunter-gatherers**, finding food by hunting and collecting plants, berries, and nuts.
- People **moved around** depending on the seasons and food.
- Describe how **tools were made** from stone, bone, and wood for hunting, cutting, and building.
- **Cave paintings** show us what was important to Stone Age people, like animals and hunting.
- Talk about **Skara Brae** in Scotland as a Stone Age village that tells us how people lived.
- Stone Age **homes** were made from stone, animal skins, or natural materials, with simple furniture like stone beds and dressers.

Week 4: How did tools and technology change due to the Bronze Age?

English: Plan a narrative extract, SPaG

Planning writing, conjunctions and adverbs

HISTORY:

- The **Bronze Age began** when people mixed **copper and tin** to make bronze.
- Explain that **bronze tools and weapons** were stronger than stone ones.
- Bronze helped improve **farming, hunting, and building**.
- Describe how people began to live in **larger, permanent settlements**.
- **Farming** became more common, so people didn't need to hunt and gather as much.
- Explain that Bronze Age people lived in **roundhouses** made from wattle and daub with thatched roofs.
- Communities had **skilled workers**, like metalworkers, and they **traded bronze goods**.
- Understand that these changes led to more **organised societies** with leaders and special jobs.

Week 5: How did the people of the Iron Age live?

English: Writing the narrative extract (setting and character description), peer marking

HISTORY

- **Iron Age people lived in tribes**.
- Explain that they built **hillforts** on high ground for protection.
- Hillforts had **ditches, ramparts, and wooden fences** to keep enemies out.
- Describe that people lived in **roundhouses inside hillforts**.
- **Iron tools** made farming and fighting easier and stronger.
- Explain that society had **tribal chiefs, warriors, craftspeople, and druids** (religious leaders).
- Iron Age people were **skilled metalworkers**, especially making iron tools and weapons.

Week 6: Bronze Age: How does archaeology help us learn about pre-history?

English: SPaG, comprehension and features of instructions

Prepositions and commas in a list.

HISTORY

- Know that **artefacts** help us learn about what people ate, wore, believed, and how they lived.
- Explain that places like **Skara Brae** and **Stonehenge** give us clues about prehistoric life.
- **Skara Brae** shows how Stone Age people built homes and lived together.
- Archaeologists carefully dig artefacts up in **special excavations**.

Week 7: Consolidate learning

English: Plan and write a set of instructions, read to an audience



Stone Age to Iron Age: What was it like to live in Pre-Historic Britain?

English

- Narrative extract – setting and character descriptions
- Instructions
- Reading Comprehension

Class Reads:

- *Stig of the Dump* – Clive King
- *Cally and Jimmy* – Zoe Antoniades



Maths

- Place Value
- Addition and subtraction



Science - Rocks

- Describe rocks based on their appearance and simple physical properties.
- Compare and group together different kinds of rocks based on their appearance and simple physical properties.
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock.
- Recognise that soils are made from rock and organic matter.



Computing – Online Safety

- Explain ways in which someone might change their identity depending on what they are doing online and why.
- Explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.
- Give examples of what anyone may or may not be willing to share about themselves online and explain the need to be careful before sharing anything personal.
- Give examples of how bullying behaviour could appear online and how someone can get support.
- Describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.
- Give reasons why someone should only share information with people they choose to and can trust. Explain that if they are not sure or feel pressured then they should tell a trusted adult

PE – Invasion games 1

- Gain an understanding of different movements and how to move correctly
- To develop different movements to be successful whilst travelling.
- To understand and develop how to move correctly holding or in control of equipment.
- To further develop how to move correctly holding or in control of equipment.

PE – Stonehenge Dance

- To be able to perform basic movements to music and to build a simple themed dance focusing on Building Stonehenge.
- To be able to perform basic movements to music and to build a simple themed dance focusing on Stonehenge - The Winter Solstice and The Summer Solstice.

PE – Boccia

- Understand the rules of boccia
- To improve accuracy when bowling
- Develop gameplay and tactics

Religious Education – What is it like for someone to follow God?

- Which information about Bible stories can we get from different types of texts?
- What can we say about Noah from reading the biblical story?
- What is the link between the story of Noah and the idea of covenant?
- What are the links between the story of Noah and how many Christian people live?
- What is the link between a Christian wedding ceremony and the idea of covenant?
- Did Abram show he trusted in God?
- Is it always easy for Christians to try to follow God?

PSHE – Me and my relationships

- Explain why we have rules.
- Identify people who they have a special relationship with
- Rehearse and demonstrate simple strategies for resolving given conflict situations.
- Identify qualities of friendship.
- Express opinions and listen to those of others.
- Understand that no-one has the right to force them to do a dare.

MFL – Spanish – I'm learning Spanish

- Learn about Spain and Spanish-speaking countries
- Basic greetings
- How to ask and answer 'What is your name?'
- Numbers 1-10
- Colours

Art – Developing Drawing Skills

- Recognise how artists use shape in drawing
- Develop shading skills and use them to blend tones
- Use careful observation for adding detail to drawings
- Use line, shape and tone in imaginative drawing
- Explore digital media techniques to develop drawings